DOCUMENT RESUME

ED 152 345 JC 780 161

TITLE Response to Recommendations Contained in the California Postsecondary Education Commission Report Entitled Through the Open Door.
INSTITUTION California Community and Junior Coll. Association, Sacramento.
PUB DATE 25 Apr 77
NOTE 30p.; "Through the Open Door" is available as ED 119 752

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Adult Education; Attendance Records; *College Role; Community Colleges; Continuing Education Units; Educational Alternatives; Faculty Development; *Grading; *Junior Colleges; Low Achievers; Noncredit Courses; School Accounting; Student Personnel Services; *Student Records; Transfer Students
IDENTIFIERS *California

ABSTRACT

This report by an Association Task Force itemizes and analyzes the recommendations of the Commission study "Through the Open Door" and proposes alternatives. It responds individually to each of the four sections of the study report recommendations: (1) The Extent to Which the California Community College System is Fulfilling Its Purposes and Achieving Its Objectives; (2) Student Accounting, (3) Grades and the Reporting of Grades, and (4) Other Considerations. Section one considers the clarification of the role and function of California community colleges, the award of continuing education units for upper division courses, and the role of the California State Universities and Colleges in vocational education. Section two concerns attendance accounting procedures, grading procedures and credit options, and educational program reforms. Section three discusses student record-keeping guidelines, standardization of grading policies, non-penalty grading systems, and probation and dismissal policies. Early identification of students in academic difficulty and support services for such students are also considered. Information on transfer students to baccalaureate institutions, staff development programs, and the effect on students of policies and practices adopted by local boards of trustees are reviewed in section four. (CP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED152345

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY California Community and Junior College Association TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RESPONSE TO RECOMMENDATIONS CONTAINED IN THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION REPORT ENTITLED THROUGH THE OPEN DOOR

Prepared by the
Task Force on Through the Open Door
of the
California Community and Junior College Association

April 25, 1977

CALIFORNIA COMMUNITY AND JUNIOR COLLEGE ASSOCIATION
2017 "O" Street
Sacramento, California 95814

JC 780161

INTRODUCTION

In 1972, the Legislature directed the Coordinating Council for Higher Education, in Senate Bill 772, to conduct a study of ". . . the extent to which the California Community College system is fulfilling its purposes and achieving its objectives." When the Coordinating Council was replaced by the California Postsecondary Education Commission (CPEC), the study was continued by CPEC, and Dr. Dorothy M. Knoell, a staff member, was designated as director of the study. Dr. Knoell was assisted by an advisory commission of fourteen members, ten of whom represented community colleges. During the preparation of the final report, Dr. Knoell and the advisory committee were also assisted by Dr. Glenn G. Gooder, Superintendent and President of Santa Barbara City College, and Dr. Robert E. Swenson, Superintendent and President of Cabrillo College.

The study entitled Through the Open Door was adopted by the Commission on February 9, 1976, and presented to the Legislature in the same year.

Recommendations contained in the study were submitted to the CCJCA Board of Directors in September, 1976. The Executive Committee recommended that a review of the recommendations become a major CCJCA program activity for the 1976-77 year and that the recommendations be referred to appropriate Association committees for development of position papers. The Board of Directors concurred in this recommendation.

The recommendations were sent to the appropriate CCJCA committees and were discussed by those committees at the Annual Conference. Subsequently, a CCJCA Task Force on Through the Open Door was created including members from the Committees on Student Personnel, Instruction, Continuing Education, the Disadvantaged, and Research and Development. The names of the members of the Task Force are attached as Appendix A. Mr. William D. Plosser and Dr. Ernest H. Berg of the CCJCA staff were designated as coordinators of the project.

The Task Force met for a two-day workshop in December, 1977, at which time position papers were developed and discussed, and a preliminary draft of the CCJCA response was written. That initial draft was reviewed first by members of the Task Force and later by members of the five participating committees.

For the purpose of assessing current procedures in student accounting and grading practices, the CCJCA survey, a copy of which is attached as Appendix B, was sent to all community colleges. Also, a poll of eight deans of student personnel was employed to obtain additional information.

The final report, incorporating suggestions from the committees, was then written by the CCJCA staff.

SECTION I

THE EXTENT TO WHICH THE CALIFORNIA COMMUNITY COLLEGE SYSTEM IS FULFILLING ITS PURPOSES AND ACHIEVING ITS OBJECTIVES

CPEC Recommendation

Community colleges should be recognized as "less than baccalaureate" institutions of postsecondary education in the Education Code and elsewhere, with statements of function refined so as to give proper emphasis to the mission of serving community needs and providing opportunities for continuing education for local residents.

This redefinition of function should not be construed as authorization for offering upper division courses and programs.

CCJCA Task Force Analysis

The Master Plan for Higher Education in California, 1960, defined the function of the community colleges as follows:

". . . public junior colleges shall offer instruction through but not beyond the fourteenth grade level including, but not limited to, one or more of the following: (a) standard collegiate courses for transfer to higher institutions, (b) vocational-technical fields leading to employment, and (c) general, or liberal arts courses. Studies in these fields may lead to the Associate in Arts or the Associate in Science degree. Nothing in this section shall be construed as altering the status of the junior college as a part of the Public School System as defined elsewhere in the Constitution."

Section 22651 of the Education Code reflected the wording of the Master Plan definition until it was amended by A.B. 3011 in 1974. The Code revision reflected the wording of Recommendation #4 of the Joint Committee on the Master Plan for Higher Education:

"22651. Public community colleges shall offer through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree. Their program may include but shall not be limited to: standard collegiate courses for transfer to other institutions; vocational and technical fields leading to employment; general or liberal arts courses; and community services."

A.B. 3011 also amended Section 22521 of the Education Code to read as follows:

"22521. It is the intent of the Legislature that each resident of California who has the capacity and motivation to benefit from higher education should have the opportunity to enroll in an institution of higher education. Once enrolled he should have the opportunity to continue as long and as far as his capacity and motivation, as indicated by his academic performance and commitment to educational advancement, will lead him to meet academic standards and institutional requirements.

"The Legislature hereby reaffirms the commitment of the State of California to provide an appropriate place in California public higher education for every student who is willing and able to benefit from attendance."

One of the major findings of the Knoell study is stated as follows:

"Thus, continuing education for part-time, adult students has become the dominant function of the Community Colleges, with no resultant neglect of the occupational, transfer, and general education functions for more traditional students."

Dr. Knoell concludes that,

"Community Colleges should be recognized as 'less than baccalaureate' institutions of postsecondary education in the Education Code and elsewhere, with statements of function refined so as to give proper emphasis to the mission of serving community needs and providing opportunities for continuing education for local residents.

"This redefinition of function should not be construed as authorization for offering upper division courses and programs."

It is assumed that the term "part-time adult students" means part-time students who are above the age of 21 and that "traditional students" means the eighteen- or nineteen-year-old high school graduates entering college for the first time on a full-time basis. Dr. Knoell points out that the former category of students accounts for most of the enrollment increases of the past few years and that seven out of ten community college students are part-time students.

There is ambiguity also about the meaning of the term "continuing education." Some colleges use the term to identify noncredit or adult education courses. However, since most community college students are enrolled in credit courses, it would seem more logical to use the term to identify any course or program in which a student is enrolled for continuing education purposes. Thus, the term is better related to the student's individual objective rather than to the type of course or program. An example would be the older student who enrolls in college chemistry for purposes of upgrading skills and expertise. From the college's point of view, it is simply a credit course. From the student's point of view, it is continuing education.

Dr. Knoell points out that the increase in the number of older part-time students, many of whom are enrolled for continuing education, has brought about a change in the emphasis placed on the functions performed by the community colleges. However, there is some question about whether the continuing education function is the dominant function. Unquestionably, it is a very important function and one that has developed from the community college response to a local need. Fortunately, a measure of local autonomy gives community colleges the flexibility to meet such local needs and demands. It is noteworthy that, as Dr. Knoell states, the community colleges have been able to meet that local need with no neglect of the other traditional functions of the colleges.

Dr. Knoell recommends that the statement of the functions of the community colleges be clarified in the Education Code and elsewhere. There appears to be a definite need for such clarification. The existing wording of

Education Code Section 22651, among other deficiencies, does not place sufficient emphasis upon the continuing education function. It is important to note that Section 22521, on the other hand, does emphasize the continuing education function, but does not name the community colleges as the segment of higher education best equipped to perform that function.

The statement of goals of the Board of Governors already gives considerable emphasis to the continuing education function as follows:

> "The Community Colleges of California are locally governed postsecondary educational institutions dedicated to the principle that society will benefit when all persons within it have the opportunity for life-long learning. To that end, the California Community Colleges are committed to providing career development, skills improvement and job retraining along with a full range of academic courses to broaden cultural, ethical, social and self-awareness. In addition, Community College districts may introduce and provide for avocational, civic and recreational pursuits, some of which will not be funded from state resources but from local resources and/or fees. What is known is made available to students, and they are encouraged to apply that knowledge to a deeper understanding of self to enhance the quality of relationships with others."

CCJCA Task Force Recommendation No. 1

It is recommended that a CCJCA task force be appointed by the Board of Directors to clarify the role and function of California community colleges and that the Education Code be revised to reflect that revision.

Whether or not Dr. Knoell's wording "less than baccalaureate" should be included in the revised statement of functions is best left to the judgment of the task force. However, including that phrase would not appear to add significantly to the understanding of the role of the community colleges.

The last statement in Dr. Knoell's recommendation, namely, that any redefinition of function should not be construed as authorization for offering upper division programs or courses, requires study. One problem is that the term "upper division" does not denote a discreet category of courses. Some courses offered by community colleges are considered to be upper division courses by some four-year colleges and not by others. Indeed, within the state system of colleges and universities, there are obvious discrepancies. Difficulties are encountered with real estate courses, fire science courses, and particularly with refresher courses taken by registered nurses to update them on the latest scientific advances. Offering such courses only at the California State University and Colleges level would undoubtedly cause needless hardship in terms of transportation and time for many persons desiring to enroll. It is entirely reasonable that those courses should be offered by the local community college in order to increase educational opportunities for those who are required to upgrade or refresh their vocational preparation.

CCJCA Task Force Recommendation No. 2

It is recommended that community colleges continue to offer retraining and upgrading courses in fields such as nursing and real estate, and that consideration be given to awarding continuing education units (CEU) for those courses which might be considered upper division.

An additional complication is the recent incursion of the California State University and Colleges into vocational fields traditionally offered by community colleges.

CCJCA Task Force Recommendation No. 3

It is recommended that the California Postsecondary Education Commission be requested to investigate the incursion of the California State University and Colleges into the field of vocational education.

SECTION II

STUDENT ACCOUNTING

CPEC Recommendation

Students should be required to affirm their active enrollment in each course during the census week(s), indicating that they are actively enrolled for credit or no credit, and intend to complete the course.

CCJCA Task Force Analysis

The CCJCA survey indicated that 26 out of 78 colleges have a system under which students are required to affirm their active enrollment in classes during census week. Many of those colleges which indicated that they do not have such a system specified that enrollments are affirmed by the instructors who are required to submit active enrollment lists to the registrar before the first and second census dates. The thrust of Dr. Knoell's recommendation appears to be that students should accept the responsibility of affirming their enrollment rather than rely exclusively upon the instructor's class lists. It is possible that the student's affirmation would result in a slightly more accurate census. Sometimes instructors are not able to determine whether a student is still enrolled in a class on the census date because absence could be due to illness or personal emergency. Also, some instructors do not require daily attendance if a student is making satisfactory progress in the class. However, a student who is absent due to illness or personal emergency might also find it impossible to affirm enrollment on a given day selected for enrollment affirmation.

The Task Force could find no compelling reason why community colleges could not require students to affirm their active enrollment in classes on census dates; by the same token, the Task Force is not persuaded that there exists compelling reasons for students to be required to make such an affirmation. Unfortunately, it does appear that some community colleges are employing attendance accounting methods which produce inaccurate results and that apportionment is being collected for students not actually enrolled in classes.

A process in which students would be required to affirm their active enrollment would involve significant additional staff work in registrars' offices and increased data processing time. Such a system might also cause hardship to students who would be required to appear in the registrar's office twice each semester for the affirmation process. The process could be accomplished through a mailing procedure, but this would necessitate increased expenditures and additional staff and data processing time. The important question is whether in most colleges the minimal increment in accuracy or student commitment would justify the expense and time involved. In a time of shrinking revenues, educators would undoubtedly prefer to opt for allocating scarce funds to the instructional program rather than to attendance accounting.

CCJCA Task Force Recommendation No. 1

It is recommended that all colleges refine attendance accounting procedures, striving rigorously for accuracy, and that those colleges which are submitting inaccurate attendance reports take immediate action to establish procedures which will produce the most accurate results possible.

The remaining parts of this recommendation are questionable, and the information derived from instituting such a practice could be seriously misleading. The community college is an institution in which students explore in order to find a program or course of study best suited to each individual. Requiring students to affirm on a census date that they intend to complete a course would not be in the best interest of the student. Minority and disadvantaged students, in particular, must feel free and must have the opportunity to explore many avenues. Such a requirement assumes that the student knows, unequivocally, at that particular time what her or his intentions are in regard to a given course. Furthermore, even with effective counseling, students may, from time to time, make errors in their choice of courses. When such errors occur, there should be available to students a mechanism by which withdrawal from a course is possible without penalty and without the stigma of having violated a contract, especially a nonvoluntary, one-way contract required of adult students.

The question of whether some students should be permitted to enroll for no credit in credit courses will be addressed in another section of this paper.

CPEC Recommendation

Students who are not enrolled for credit in a course offered for credit should be designated in some manner other than "NC" or "NCR" (for no credit). These symbols should be used exclusively as an end-of-course grade indicating unsatisfactory or noncompletion. Furthermore, the use of "W" should be standardized among the colleges so as to avoid confusion with NC and NCR grades. Students not enrolled for credit should be counted separately at the census and a special designation should be adopted for use on their records.

CCJCA Task Force Analysis

The question of the standardization of grading symbols will be addressed in a later section of this report. The major issue to be discussed here is that of the student who wishes to enroll for no credit in a credit course.

Some community colleges offer no adult or ungraded courses because that particular service to the community is provided, through a joint agreement, by the local unified or high school district. Similarly, many community college districts offer only a limited program of adult, ungraded courses, again sharing that public service with the unified or high school district. The student who wishes to enroll in a course for no credit is, as a result, forced to enroll in a course which is offered for credit only. Normally, requirements are more extensive and demanding in a credit course than in an ungraded adult education course. The major question is whether such a student should be required to complete all course requirements or whether the student should be permitted to attend the class and engage in only those activities of interest and attend only when and for as long as he or she chooses. Two other questions to be considered are how the attendance of such students should be recorded and which grading symbols should be used.

Dr. Knoell does not present numerical data indicating the number of such students in her sample. There seems to be little question that the number of such students is significant. Of the sample of approximately 35,000 students, 10,273 were classified as new transfer students. Fifty-one percent of the new transfer students had previously attended a four-year college. Fifty-six percent

of the new transfer students were 25 years of age or older. Almost 4 percent of the total study sample consisted of persons 35 years of age or older who had previously attended a four-year college. One-half of those students had attended an out-of-state institution. The recently conducted CCJCA poll of eight deans of student personnel in California community colleges indicated that they believed that approximately 7 percent of day students and 15 percent of evening students were enrolled in credit courses but were not interested in receiving credit. The range of responses in the latter category was from 5 percent to 30 percent. It is reasonable to assume that many students who have completed baccalaureate and higher degrees attend the community college and that many of them would have little interest in receiving credits.

There are several possible methods of addressing the problem. One method would be to treat all students the same whether they are interested in credit or not. The CCJCA poll of eight deans of student personnel revealed that they were unanimously in favor of such a method. Under such an arrangement, all students would be required to complete course requirements, to attend class in a regular way, and to be graded according to class standards no matter what their personal objectives were. The apparent rigidity of this method could be significantly attenuated if instruction were made more flexible and personalized through a variety of methods which are discussed later in this paper. Actually, it appears as though most colleges are now employing such a method. In some cases, however, as Dr. Knoell points out, students who complete credit courses in which they are enrolled but who are not interested in units or credits are assigned a "W" or an "NCR". Dr. Knoell contends that the use of the "W" varies so widely that its meaning is obscured and that the symbol "NCR" should be used only to indicate unsatisfactory progress in the achievement of course objectives. Again, the CCJCA poll of deans indicated that none of the colleges represented were using "W" to indicate satisfactory completion and that all of them were using "F" or "NC" to indicate unsatisfactory completion. All indicated that "W" was used to indicate only withdrawal from the course, but in some cases that symbol would be awarded as late as one week before final examinations. Dr. Knoell recommends that some other symbol should be used to indicate that a student who is not interested in credit or units but who is enrolled in a credit class has completed the course and achieved his or her objectives but not necessarily the course objectives. Obviously, it would be necessary in this situation for the student to declare his or her intention of enrolling for no credit in a credit course early in the semester. Six of the eight deans were opposed to the concept of awarding a different grading symbol to students who were enrolled in credit courses but who had no need for, or who were not interested in, credit. Two of the deans felt that the concept should be studied.

The use of a different grading symbol for such students would cause little difficulty. A more important concern is the effect upon the total learning environment in the class if some students were enrolled for no credit and were not completing course assignments or attempting to satisfy other course requirements such as attendance, while other students were. Most instructors agree that such a practice would not be an educationally sound one.

There is also a question of educational priorities. It seems reasonable that a student who wants and needs credit should have a higher enrollment priority than one who enrolls for no credit in a credit course for self-improvement only. The latter type of student may not be committed to completing the requirements of the course and there would be additional difficulties if that student completed his or her personal objectives in the middle of the semester and then withdrew from the course.

Another method of dealing with the problem of the student who enrolls in a credit class but who is not interested in credit would be to offer every class for both credit or noncredit. Such a system has been used by some colleges, especially in evening programs. Since the amount of state apportionment for both types of classes is the same, there would be no financial penalty for the college. However, under the present attendance accounting regulations, it would be necessary for the instructor to maintain positive attendance for those students who enroll for no credit. If the system of offering all classes as both credit or noncredit were to be widely used, it would be advisable to seek a change in attendance accounting regulations which would use the census date procedure for both types of classes. However, the combination of credit and no-credit students in the same class is subject to the undesirable elements noted above.

Another method of dealing with the problem would be to permit auditing in community colleges through a change in existing regulations. Most instructors would probably not favor such a system. There is a possibility that the state might elect not to pay for the attendance of auditors. Of course, it would be possible through change in the existing regulations to charge tuition for auditing. However, any form of tuition would be opposed by most community college personnel. A majority of the eight deans included in the CCJCA poll opposed the use of a different grade symbol, permitting auditing, and offering all courses for credit or no credit.

CCJCA Task Force Recommendation No. 2

It is recommended that all students enrolled in credit courses be required to complete course requirements and that they be graded in accordance with the existing college grading policy.

It is further recommended that CCJCA oppose the establishment of a policy which would permit auditing in community college classes.

It is also recommended that the symbol "W" should be used only to indicate withdrawal from a course and that the symbol "NC" or "NCR" be used to indicate unsatisfactory completion.

CPEC Recommendation

Community Colleges should take advantage of that section of the Code which authorizes them to grant credit for courses which are completed before the end of the semester or quarter. Students withdrawing from courses should be encouraged to take "challenge" examinations for full or partial credit. Consideration should be given to making provision for students to exit from courses at mid-semester and to petition for full or partial credit, based on completion of course objectives.

CCJCA Task Force Analysis

Students enrolled in self-paced, individualized study courses already have the opportunity to complete a course before the end of the semester and to obtain credit for it. They also have the opportunity to obtain credit only for work completed when the course is offered as a variable-unit course. Such courses, however, constitute only a small portion of the total offering of the community colleges. Dr. Knoell's recommendation is actually an extension of open entry, open exit, and variable units to most of the courses in the schedule. Although such measures serve to break the academic lockstep, there are several adverse consequences.

Veterans enrolled in variable-unit courses are required by some Veterans Administration regional offices to enroll for the lowest amount of credit offered. When that amount is earned, it is necessary to make changes in the student's records with regard to the number of units for which the student is enrolled. This poses problems both for the student and the college and may have a significant impact upon the amount of money a veteran student receives from the VA for his attendance at college. Efforts should be made to change the existing VA regulations and to achieve consistency among VA regional offices in their enforcement of the regulation.

The preparation, administration, and grading of "challenge" examinations for students completing course requirements at various times during the semester or for students requesting credit by examination or credit for external experiences create an added workload for instructors. Since the effort and time involved might not be considered to be a regular part of the instructor's normal load, it might be necessary to give additional reimbursement for such work. Depending upon how many students made use of challenge examinations, districts and colleges could be faced with considerable additional cost. Unquestionably, the amount of the additional reimbursement and perhaps even the requirement to prepare, administer, and grade such examinations might become a question to be resolved through collective bargaining.

Although it is not explicitly stated, there is an implicit assumption in the recommendation that when a student completes course requirements she or he should be removed from the class roll and the college should request no further state apportionment. Thus, if a student completed course requirements before the second census date, the college would be faced, through the averaging of census dates, with a reduction in state apportionment income. Unfortunately, colleges must staff and provide facilities on the basis of projected enrollments. Even if the student is not included in the second census attendance report, the costs of instruction, operating physical facilities, maintenance, administration, and utilities continue. Unquestionably, colleges would be faced by a situation involving stable costs and declining revenues. In particular, those colleges in which total revenue consists of a large proportion of state apportionment would be placed in difficult economic circumstances. As the ability of colleges to employ nontenured, part-time instructors decreases, the situation will become increasingly more difficult.

Thus, it may be stated that the existing methods of financing community colleges, and attendance accounting requirements, impose constraints on the ability of the community college to introduce needed reforms. The proposed Program for Alternatives of the Chancellor's staff addresses some of these problems.

CCJCA Task Force Recommendation No. 3

It is recommended that the Program for Alternatives be studied by the appropriate CCJCA commissions and that recommendations for revision or support be forwarded to the Board of Directors for consideration.

It is also recommended that CCJCA commissions investigate and make recommendations for changes in the law and regulations which inhibit the introduction of reforms in the educational programs offered by community colleges.

CPEC Recommendation

Students who are unable to complete a course satisfactorily within the full semester should have an opportunity to continue to completion with an interim grade of "incomplete," without repeating the course. A time limit should be set for such completion, by the end of which a permanent grade must be awarded.

CCJCA Task Force Analysis

The CCJCA survey indicated that practically all colleges award an "Incomplete" to a student who has not fulfilled course requirements, but an "Incomplete" is awarded only if that failure to complete requirements was due to a personal emergency or illness. Most colleges require a student to complete all course requirements by the end of the semester following the one in which the "Incomplete" was awarded in order for the "Incomplete" to be changed to a letter grade. If the course requirements are not made up within a specified time period, usually one term, the "Incomplete" is automatically changed to an "F" or "NC". Of course, only the instructor may assign an "Incomplete" to a student and request that it be changed to a letter grade.

The recommendation contained in the Knoell study appears to suggest that an "Incomplete" should be awarded to any student who does not complete course requirements within a semester or quarter. It is extremely doubtful that community college personnel would agree. The same result is already achieved in many colleges by permitting the students to request a "W", which carries no penalty and permits the students to repeat the course the following term. This enables those students who learn at a slower rate to take more time to complete course requirements. Of course, a limitation should be placed on the number of times a student is allowed to request a "W" and to repeat a course.

CCJCA Task Force Recommendation No. 4

It is recommended that all community colleges assign an Incomplete ("I") when a student has attended regularly but because of illness or unavoidable circumstances is unable to complete course requirements or take the final examination. A limitation should be placed on the amount of time a student is given to complete requirements or take the final examination.

CPEC Recommendation

The definition of "new" student which is used in State and federal reporting should be clarified with respect to students who were enrolled during one or more prior terms without earning any credit. It is recommended that such students be excluded from the definition of "new" students if their prior enrollment was during a regular term.

CCJCA Task Force Analysis

The CCJCA survey did indicate that there is confusion about the definition of "new" student. About one-half of the colleges reporting stated that it meant students new to their institution. Most of the remainder stated that it meant students with no previous college attendance. Students who have attended in the regular session of another college should be classified as "first-time transfer" students. The classification "new student" is not dependent upon whether a student has earned credit in a previous semester, but is dependent only upon whether she or he was officially enrolled.

CCJCA Task Force Recommendation No. 5

It is recommended that the accepted definition of a "new" student should be one who enrolls in a regular session in a community college for the first time with no previous college attendance, excluding noncredit courses, summer sessions, and advanced placement courses.

SECTION III

GRADES AND THE REPORTING OF GRADES

CPEC Recommendation

Community Colleges should develop and implement guidelines for the contents of permanent student records, including what grades are shown, how course repetitions are treated, whether probation and dismissal actions are to be shown, how transfer credits and grades are recorded, and similar matters. In formulating the guidelines, recommendations from the American Association of Collegiate Registrars and Admissions Officers should be taken into account.

CCJCA Task Force Analysis

During the course of her research, Dr. Knoell observed that community colleges vary widely in what is recorded on student permanent records and also how student progress is recorded. For example, some colleges report only student progress in a positive sense, while others record all "F's" or "NC's" and all probationary and dismissal actions. Dr. Knoell commented that such variations are likely to be inequitable to some students who wish to enter specific programs in the college or who wish to transfer to baccalaureate institutions. Her comment should not be dismissed lightly. Students in community colleges who perform equally ought to be treated equally. If some students are receiving inequitable treatment due to differences in grading policies, some change in procedures should be made as soon as possible.

In order to determine whether the community colleges have developed and implemented guidelines for the contents of student permanent records, the following question was asked in the CCJCA survey and the indicated results obtained:

Has your college developed and implemented guidelines for the contents of student permanent records including:

	Yes	No
a. What grades are shown?	77	1
b. How course repetitions are treated?	73	5
c. How and when probation and dismissal actions are shown?	75	3
d. How transfer credits and grades are recorded?	74	4

In the formulation of such guidelines, have the recommendations of the American Association of Collegiate Registrars and Admissions Officers been taken into account?

Yes 68 No 10

Evidently the great majority of community colleges have developed and implemented policies, and taken into account the recommendations, of the American Association of Collegiate Registrars and Admissions Officers. However,

the survey question does not speak to the issue of uniformity among colleges. Obviously, the AACRAO recommendations referred to could be interpreted or implemented differentially and selectively by community colleges. The CCJCA survey results suggest that there is at least a recognition of the need for some uniformity in reporting procedures.

A major difficulty encountered in seeking a solution to this problem is that many of the relevant policies are within the realm of local option which, in most cases, is carefully guarded--especially so in these days of increasing direction from, and regulation by, various state and federal agencies. It is possible, however, that if differential practices are creating inequities for some students, there may be a need to establish a greater degree of consistency in recording student progress or the lack of it.

CCJCA Task Force Recommendation No. 1

(a) It is recommended that CCJCA support the CPEC recommendation which states that all community colleges should develop and implement guidelines for the contents of permanent student records, including what grades are shown, how course repetitions are treated, whether probation and dismissal actions are to be shown, how transfer credits and grades are recorded, and similar matters. In the formulation of such guidelines, recommendations from the American Association of Collegiate Registrars and Admissions Officers should be taken into account.

(b) It is recommended that this task be assigned by the Board of Directors to the CCJCA Commission on Student Services.

CPEC Recommendation

> *Community Colleges as a segment of postsecondary education should examine their current grading practices with respect to the awarding of penalty grades, to insure that opportunities to persist toward the degree, to transfer to baccalaureate institutions, and, in some instances, to enter the program of their choice do not differ for students attending colleges whose practices differ in the awarding of such grades.*

CCJCA Task Force Analysis

Dr. Knoell has pointed out that colleges vary widely in their grading practices, in the grading symbols which are used, and in the manner in which those symbols are defined. Colleges also vary in the use of nonpenalty and penalty grading systems. Again, there is the very real possibility that students are not being treated equitably. For comparable performances, two students at different colleges might receive different grade symbols. Such a condition could be confusing to prospective employers and to transfer institutions which evaluate transcripts. Of course, it is recognized that even in one institution, in fact within one subject matter area, instructor's grades and the criteria for assigning them differ widely. However, so long as the traditional grading system is used, continuing attempts should be made to make it as meaningful, reliable, and valid as possible, especially when there is reason to believe that some students are not being treated fairly. There is a continuing concern that grading policies should not discriminate unfairly against minority and disadvantaged students.

As in the case of the contents of student permanent records, grading policies and procedures lie within the area of local option, and any proposed change in the direction of statewide standardization will meet resistance at the college level. However, when the choice is between local autonomy and the possibility of inequitable treatment of students, perhaps the latter should take precedence.

The CCJCA Task Force considered at length the question of uniformity in grading policies in community colleges and concluded that some degree of standardization was desirable if the present system of widely divergent policies and procedures was causing inequities to students. The Task Force also felt that community colleges should move toward recording student progress toward objectives and that failure to achieve an objective or credits was sufficient penalty without also assigning an "F" to indicate academic failure. The Task Force concluded that such a policy is entirely consistent with current community college philosophy.

The Task Force also considered the possibility of establishing a model grading policy and presents the following as worthy of further study and consideration:

A - Completion of all course objectives - Excellent.

B - Completion of most course objectives - Very good.

C - Moderate progress toward completion of course objectives - Average.

D - Minimal progress toward completion of course objectives - Passing but below average.

W - A student-initiated withdrawal from a course, which may be requested any time up to two weeks before the final examination.

WI - An instructor-initiated drop from a course. Cannot be assigned within the last two weeks before the final examination.

NC - Awarded to a student who completes the course but has made insufficient progress toward completion of course objectives. Not counted in GPA.

CR - Used to indicate a passing grade in a course in which letter grades are not assigned or in which a student has the option of letter grades or CR/NC.

I - (Incomplete) Awarded when a student has attended regularly but because of illness or unavoidable circumstances is unable to complete course requirements or to take the final examination. Incompletes must be made up within one semester or quarter of the date the grade is given.

Some of the advantages of this proposed model grading system are:

1. It includes no penalty other than loss of units and is based upon student progress toward course objectives.

2. The transcript would indicate whether the student initiated the withdrawal by requesting a "W" or whether the instructor initiated a drop from the course by assigning a "WI".

3. Potential employers and transfer institutions could read transcripts with understanding and a minimum amount of interpretation.

CCJCA Task Force Recommendation No. 2

(a) It is recommended that a CCJCA task force be established to study the need for some degree of standardization of grading policies and/or symbols, that it give consideration to the adoption of a model grading policy, and that it make appropriate recommendations to the CCJCA Board of Directors.

(b) It is also recommended that all community colleges adopt nonpenalty grading systems and that the "F" grade be dropped.

CPEC Recommendation

Community Colleges should adopt and implement standards for probation and dismissal for students who do not receive letter grades, as required by the Administrative Code, Title 5. Standards should also be adopted for part-time students, and for systems involving both letter grades (A, B, C, D, and F) and non-penalty grades (CR, NCR, AND W).

CCJCA Task Force Analysis

Dr. Knoell noted that on some campuses part-time students, and students who receive a combination of letter and nonpenalty grades, do not appear to be subject to probation and dismissal policies. To determine the magnitude of the problem, the CCJCA survey asked the following questions:

Do your probation and dismissal standards apply to part-time students?

Yes 69 No 9

Over 12 units - 2 colleges
Over 8 units - 1 college
Over 6 units - 12 colleges

Do you have probation and dismissal standards for students who receive a combination of letter grades and nonpenalty grades?

Yes 55 No 21

It is evident that only a few colleges do not apply probation and dismissal standards to part-time students. However, a significant number of colleges have not developed policies for students receiving a combination of letter and nonpenalty grades.

The CCJCA Task Force also studied the practice of assigning progress points as a determinant of when probation and/or dismissal standards should be applied. However, the Task Force recognized the danger of setting the standard too high, since that might inhibit students from pursuing the kind of subject or course exploration which community colleges should provide. The Task Force recognized that the GPA should be computed or used for students who intend to transfer to baccalaureate institutions.

CCJCA Task Force Recommendation No. 3

(a) It is recommended that all colleges establish and implement probation and dismissal policies which apply to part-time students and to those students who receive a combination of letter and nonpenalty grades.

(b) It is also recommended that the provisions of such policies should remain a local option to meet the needs of differing student bodies.

(c) It is also recommended that community colleges make a special effort to inform all students about grading and probation or dismissal policies.

(d) It is further recommended that legislation should be sought to increase the flexibility of the conditions under which grade changes may be made, especially when the instructor who awarded the grade is not available.

(e) It is finally recommended that community colleges adopt the system of assigning progress points as a determinant of when probation or dismissal standards should be applied.

CPEC Recommendation

> *Community Colleges should develop techniques for identifying and then providing additional counseling and other help to students whose record of poor performance extends over a period of several semesters. Approval to continue at the college should be contingent upon enrollment in courses and programs which such students have a reasonable probability of completing with satisfactory grades.*

CCJCA Task Force Analysis

Dr. Knoell's recommendation that additional assistance be given to students who are experiencing academic difficulties undoubtedly stems from a concern about the relatively large number of students who drop out of the community colleges. The study findings indicate that 35 percent of the total sample was enrolled only once during the three-year period and that the records of these students indicate that they completed only one-third of the units for which they were enrolled. It has been demonstrated frequently that students who drop out do so for a number of reasons other than academic difficulties. Nevertheless, it can be posited that a substantial number of students drop out because they are experiencing academic difficulties and, further, that many of them might have continued their enrollment had they been identified and assisted in a number of ways.

If it can be assumed that the number of students who withdraw because of academic difficulties would be reduced if such students were identified as early as possible, and if specific remedial strategies were applied, then each community college should begin immediately to develop and to implement a program designed to accomplish this objective.

All community colleges have provided remedial services to students in the form of courses such as the infamous "bonehead" English. Some colleges require enrollment in such courses based on the results of standardized tests or other locally developed tests. Unfortunately, many such "remedial" courses fail to succeed for a variety of reasons and tend to terminate students as much

as remediate them. Clearly, the desired result has not been achieved by providing, and even requiring, such courses. A more organized, coordinated, and sophisticated approach is needed.

A program designed to assist students who are experiencing academic difficulties might consist of elements such as these:

1. Early Identification

The early identification of such students can best be accomplished in the classroom by instructors who are aware of students' problems and who are dedicated to the goals of the program. Some instructors may find it necessary to make use of more frequent evaluation techniques. When the student is identified, instructors should attempt to assist the student, through consultation, at which time the instructor may be able to render immediate assistance, or to refer the student to the other resources available in the college. Of course, all instructors should have a thorough knowledge of what those resources are and how the student goes about obtaining assistance. In most cases in which students require additional assistance, the instructor would probably refer the student to a counselor.

2. Counseling

The counselor must perform an essential role in the program since it will be necessary at the beginning to attempt to identify the cause of the academic difficulty. It is well known that many students who have learning difficulties do not lack either motivation or ability. The specific remediation should depend upon the recommendation of the counselor and the teacher. Counselors have an opportunity to assist students who are on probation or who have been readmitted after disqualification if students are required to have their proposed programs of study approved by the counselor. Notwithstanding legitimate concerns about compulsory counseling, it may be possible for counselors to make students aware of the various forms of assistance available to them, to help them locate courses in which they have a greater opportunity to achieve, and to assist them with personal or vocational problems which may inhibit the learning process. Community colleges should make greater use of peer counseling, which can be both effective and inexpensive and which extends significantly the capacity of the counseling program to meet the needs of students.

Evidently, many community colleges are making an effort to provide special counseling to all students on probation or subject to dismissal. The CCJCA survey indicated that 50 of the 78 responding colleges were making such efforts, but no information is available concerning their success.

It would appear that few community colleges provide adequate counseling services to night school students. Dr. Knoell reported that of the 35 percent of the study sample who did not persist beyond one semester, one-half were enrolled in evening programs. Where evening counseling services are provided, it is extremely important that night school students be made aware of the services that are available to them.

3. Tutoring

Many colleges have initiated tutorial programs for students who encounter academic difficulty. Most typically, the tutors are advanced students who have mastered the course material and who have been given some training or who have demonstrated an ability to assist other students. Classroom aides who may be para-professionals or professionals have also demonstrated their effectiveness. Frequently, classroom aides or tutors can free instructors for other important duties such as the production of individualized self-paced learning materials.

4. The Learning Resources Center

One of the important functions of the learning resources center should be as a depository of individualized self-paced learning materials in many subject areas. Students who are unable to comprehend classroom instruction when it is presented, and who do not have an opportunity to seek help from the instructor or from tutors, are frequently able to arrange to come to the learning resources center for assistance. Most colleges have adequate equipment, but find it difficult to obtain suitable packaged remedial materials. Since the local production of instructional materials is time-consuming and, therefore, expensive, insufficient funds have been allocated for this purpose. If the program of help to students encountering academic difficulty is considered to be of compelling importance, the production of suitable instructional materials must be given a higher budget priority.

5. Alternative Learning Styles

Insufficient attention is being given to different learning and teaching styles and the need for alternative approaches to student learning. Students who have not succeeded with traditional classroom instruction or with individualized instruction might achieve more if presented with opportunities to learn via a method more appropriate to their individual capabilities and personalities.

Other elements not described above might be included in a program for students who are experiencing academic difficulties. The important factor, however, is that there be an organized and publicized program and that it be a college-wide effort both in its development and in its implementation.

It is unfortunately true that most colleges, both community and four-year, employ instructors who are inadequately trained in methods of instruction or in learning theory. There is a clear need for in-service training programs which include both of those elements. If the remedial program is to be effective, there is an especial need to train teachers in the identification of learning difficulties and remedial techniques. The need for trained instructors is especially acute in community coleges which typically enroll diverse and unselected students.

The last sentence of Dr. Knoell's recommendation states that students who have experienced academic difficulties should be required to enroll in courses or programs in which they have a reasonable probability of completion with satisfactory grades. Most community college personnel would object to such a

policy since the methods of predicting student success are unreliable. Counselors, upon whom the task would fall, are especially opposed to restricting a student's opportunity to explore and even to make mistakes. Requiring specific remedial strategies is quite different from requiring certain remedial courses.

CCJCA Task Force Recommendation No. 4

(a) It is recommended that each community college develop a comprehensive program of diagnostic and remedial services for students who experience academic difficulties. Such programs should include provisions for early identification, intensive counseling, tutoring, peer counseling, an adequate supply of self-paced learning modules located in a learning resources center, and the availability to students of many different methods of instruction.

(b) It is also recommended that each community college establish staff development programs designed to acquaint instructors and counselors with methods of the identification and remediation of learning difficulties and to sensitize all personnel to the special needs of minority, disadvantaged, handicapped, reentry, and senior students.

(c) It is further recommended that community colleges allocate a larger amount of financial resources to the production of self-paced learning materials.

(d) It is finally recommended that CCJCA seek additional funding for counseling and other student services and that every effort be made to provide such services to evening students.

CPEC Recommendation

> *Community Colleges should be encouraged to work toward a contract system involving students and their advisors, in which provision would be made for individualized objectives and educational plans for achieving them.*

CCJCA Task Force Analysis

The thrust of Dr. Knoell's recommendation is to urge community colleges to give more attention to the individual student's objectives, to evaluate student progress in terms of those individual objectives, and to require students to make a commitment to complete a given course. Some colleges are using such a system in a few subject matter areas. The CCJCA survey indicates that nine colleges of the 78 that responded had introduced the contract system into some subjects, but primarily in business skills courses.

Although the Task Force agrees that greater attention should be given to the student's individual objectives, particularly in the cases of many "new" students, it is felt that the use of contracts is only one of many possible ways in which individualized instruction may be conducted. It should be kept in mind that a number of colleges avoid the use of contracts because of possible legal complications.

Colleges should provide many forms of instruction for students. No one method is able to meet the needs of the diverse student body, nor is any one method more appropriate than another for all subjects or all instructors. Students should be made aware of particular methods of instruction and grading

employed in various subjects or sections so that a student will have a greater opportunity to select the method or methods most effective, interesting, and appropriate for the student's learning style.

Colleges should consider making more extensive use of variable units, open-entry/open-exit enrollment, challenge examinations, CLEP tests, credit by examination, and credit for experiential learning. Such practices would increase considerably the degree of flexibility with which colleges could respond to the needs of the individual student.

Colleges should also consider establishing a policy under which students could enroll for special majors which are jointly planned by the student and the counselor. Such majors could be "tailored" to fit the needs of individual students.

CCJCA Task Force Recommendation No. 5

(a) It is recommended that community colleges make many methods and styles of instruction available to students.

(b) It is recommended that community colleges make more extensive use of variable units, open-entry/open-exit enrollment, challenge examinations, CLEP tests, credit by examination, and credit for experiential learning.

(c) It is recommended that colleges establish policies under which students may enroll for special majors which are jointly planned by the student, the counselor, or the academic adviser.

CPEC Recommendation

Community Colleges should propose new criteria for evaluating student performance, to be used in place of grades, grade-point averages, transfer action, and the awarding of degrees and certificates when traditional criteria are not appropriate. Consideration should be given to the use of continuing education units for students not enrolled for credit. Such proposals should include techniques for measurement, as well as criteria.

CCJCA Task Force Analysis

The Task Force did not feel that it would be productive at this time for community colleges to propose a radical change in the criteria for evaluating student performance since such a change should include the California State University and Colleges, campuses of the University of California, and perhaps even private sector colleges. Any effort of the community colleges acting alone could complicate greatly the transfer of students from community colleges to the four-year colleges.

However, in another section of this report, a redefinition of the criteria for assigning a more standardized set of grading symbols based upon the evaluation of student progress, but not including the punitive elements of the traditional grading system, is suggested. Also recommended elsewhere in this report is the system of progress points to be used in place of the grade point average (GPA), except when the calculation of the GPA is necessary for transfer purposes. Additionally, it has been recommended that the use of variable units, open-entry/open-exit enrollment, challenge examinations, CLEP tests, and special

majors be extended. It has already been stated that these measures would increase the flexibility of the response of the community colleges to the needs of individual students and particularly for "new" students who may not be interested in credits for courses in which they enroll.

CCJCA Task Force Recommendation No. 6

(a) It is recommended that "continuing education units" be awarded only for certain upgrading and retraining courses, but not for students enrolled in the credit program who have no interest in, or need for, credit.

(b) It is recommended that community colleges meet the needs of such students by increasing the flexibility of the instructional program and by offering students many different learning and teaching styles and methods.

SECTION IV

OTHER CONSIDERATIONS

CPEC Recommendation

A renewed effort should be made to improve reporting and analysis of data for Community College students who transfer to baccalaureate institutions, including information about their choice of campus, units transferred, grades earned during the first semester, and other data which are computerized. Community Colleges should also be encouraged to develop reporting procedures for students transferring into their institutions which would include information about the volume and success of such students.

CCJCA Task Force Analysis

The CCJCA survey indicated that almost all colleges are presently receiving "some" information from the baccalaureate institutions to which their students transfer. Some community colleges appear to have made special arrangements with nearby baccalaureate institutions to obtain more detailed information about transfer students. Unquestionably, community colleges would profit greatly if they were able to obtain detailed information about the success of transfer students.

Similarly, community colleges could provide transfer information to feeder high schools and to the California State University and Colleges from which transfers are received. Such information would enable those institutions to evaluate their educational programs in terms of the success of students in the community colleges and beyond.

CCJCA Task Force Recommendation No. 1

It is recommended that the CPEC recommendation regarding the reporting and analysis of transfer information be supported.

CPEC Recommendation

Community Colleges should be encouraged to strengthen their efforts to involve both new and tenured faculty and staff in in-service staff development programs, to enable them to cope more effectively with changing student characteristics and objectives, new approaches to grading and certification, and the need to adapt traditional teaching methods to new kinds of students.

CCJCA Task Force Analysis

The need for staff development programs has been pointed out earlier in this report. If the CCJCA Task Force recommendations are to be implemented, administrators and faculty will need additional professional training. Unfortunately, staff development programs have met with only modest success in most community colleges. In this time of shrinking revenues and taxpayers' revolts, boards of trustees and the Legislature have not assigned a high priority

to staff development programs. There is some evidence that such programs could increase the productivity of the colleges, decrease costs, and increase college flexibility in its response to student needs. Thus, it may be shortsighted to place such programs in a lower priority than other competing needs. Boards of trustees often have not been made aware of the need for staff development programs or the beneficial results that may accrue from them. Faculty members generally have not been enthusiastic about in-service training.

CCJCA Task Force Recommendation No. 2

(a) It is recommended that community colleges initiate staff development programs which might include but not be limited to:

(1) The identification and remediation of student learning difficulties.

(2) The use of instructional methods which help to personalize the learning process.

(3) The use of educational technology for the improvement of instruction.

(4) Methods and techniques for meeting the instructional needs of culturally and educationally disadvantaged, returning women, developmentally disabled, and aging persons, and other minority groups with specialized needs.

(5) The improvement of large group instruction.

(6) The evaluation of learning, including the study of alternative systems of grading student progress.

(7) Interdisciplinary instruction.

(8) The evaluation process as a means of improving instruction.

(9) Improving general education programs and courses.

(10) Improving teaching techniques.

(b) It is recommended that CCJCA sponsor legislation which would provide funds to districts or colleges for staff development programs.

CPEC Recommendation

In order to insure that equality of opportunity is not compromised by local actions, the Community Colleges, with the assistance of the Postsecondary Education Commission and the Board of Governors, should develop and implement procedures for monitoring the effects on students of educational policies and practices adopted by local boards of trustees in areas in which they have been given autonomy by the Board of Governors.

CCJCA Task Force Analysis

The student's equality of opportunity should not be compromised by local action or by actions of any state agency. However, the implementation of a monitoring procedure might present great difficulties. If a college was

considered to have compromised equality of opportunity by some action which falls within the area of local option, it is difficult to understand what measures might be taken which do not reduce or restrict that local option. It is highly questionable whether an expensive monitoring agency would be supported if it had only the power to recommend. On the other hand, an agency which was given broader powers would undoubtedly reduce local autonomy. Dr. Knoell states that:

> "The findings of this study tend to affirm the wisdom of State policy giving as much autonomy to the Community Colleges as is possible." (p. viii)

It should be kept foremost in mind that equality of opportunity may be affected seriously in other ways as well, e.g., the competence of teachers and counselors, the individual instructor's grading standards, the comparative "wealth" of the district, the student's need for financial assistance, the amount and age of college equipment, and the size of the library collection and other instructional resources.

CCJCA Task Force Recommendation No. 3

It is recommended that the question of equality of opportunity continue to be reviewed by CCJCA commissions and that periodic reports be made to the CCJCA Board of Directors.

APPENDIX A

CCJCA TASK FORCE ON THROUGH THE OPEN DOOR

Mr. D. Russell Burtraw
Dean of Students
San Diego City College
1425 Russ Boulevard
San Diego, California 92101

Dr. John W. Casey, President
Fullerton College
321 East Chapman Avenue
Fullerton, California 92634

Mr. Dennis Edwards
Political Science Instructor
Lassen College
P.O. Box 3000
Susanville, California 96130

Mrs. Donna J. Farmer
Dean, Instructional Services
Santa Ana College
Seventeenth at Bristol
Santa Ana, California 92706

Mr. Fred Garcia
Dean of Admissions, Records, and Guidance
Golden West College
15744 Golden West Street
Huntington Beach, California 92647

Dr. Jerry C. Garlock
Associate Dean, Institutional Research
El Camino College
16007 Crenshaw Boulevard
Via Torrance, California 90506

Ms. Diane L. Goodletson,
Chairperson, United Continuing Education Student Services
Diablo Valley College
321 Golf Club Road
Pleasant Hill, California 94523

Mr. Frank Roberts, Chairman
Mathematics Division
Antelope Valley College
3041 West Avenue K
Lancaster, California 93534

Mr. Donald M. Ross, Vice President
Board of Trustees
Antelope Valley Community College District
544 East Avenue J-1
Lancaster, California 93534

Dr. Roger W. Rossier
Counselor
Cypress College
9200 Valley View Street
Cypress, California 90630

Mr. Lyndon E. Taylor
Administrative Dean of Instruction
Cypress College
9200 Valley View Street
Cypress, California 90630

Ms. Diane J. Wickstrom
Anthropology and Sociology Instructor
College of Marin
Kentfield, California 94904

Mr. E. Paul Williams
Dean of Administration
San Diego Evening College
10440 Black Mountain Road
San Diego, California 92126

Mrs. Theresa K. Volz
Director of Special Services
Grossmont College
8800 Grossmont College Drive
El Cajon, California 92020

APPENDIX B

CCJCA SURVEY

QUESTIONNAIRE CONCERNING RECOMMENDATIONS IN DR. DOROTHY M. KNOELL'S STUDY OF ENROLLMENT AND PERFORMANCE IN CALIFORNIA'S COMMUNITY COLLEGES

Please Comment Where Necessary

1. Do your probation and dismissal standards apply to part-time students?
   Yes 69 No 9
   6 or more units - 1
   Over 12 units - 2
   Over 8 units - 1
   Over 6 units - 12
2. Do you have probation and dismissal standards for students who receive a combination of letter grades (A, B, C, D, and F) and nonpenalty grades (NC, NCR, P, and W)? Yes 55 No 21
3. Do you award "NC" or "NCR" grades to students not enrolled for credit in credit classes? Yes 15 No 62
4. How do you define the term "New Student"?
   New to this college - 36
   New to any college - 31
   "New" clientele - 4
   Other - 3
5. Do you permit students who withdraw during a semester or who complete a semester's work early to take "challenge" examinations for full or partial credit based on completion of all or part of course objectives?
   Yes 28 No 45
6. Do you award "Incomplete" to a student who is unable to complete a course satisfactorily within a full semester? Yes 73 No 5
7. Do instructors sometimes award a "W" or a "NC" instead of an "Incomplete"?
   Yes 64 No 13
8. On a regular organized basis do you provide special counseling for all students on probation or dismissal? Yes 50 No 21
9. Is a contract system involving students and their advisors used in your college? Yes 9* No 69

   *Most said "in a few courses."

10. Do you receive information about students' persistence or performance from the baccalaureate institutions to which they transfer? Yes 73* No 4

*Most said "some."

11. Do you have a system under which students affirm their active enrollment in classes during census week? Yes 26 No 52

12. Has your college developed and implemented guidelines for contents of permanent records including:

	Yes	No
a. What grades are shown?	77	1
b. How course repetitions are treated?	73	5
c. How and when probation and dismissal actions are shown?	75	3
d. How transfer credits and grades are recorded?	74	4

13. In the formulation of such guidelines, have the recommendations of the American Association of Collegiate Registrars and Admissions Officers been taken into account? Yes 68 No 10

Name _____

Title _____

College _____

Please complete and return by December 3 to:

California Community and Junior
College Association
2017 "O" Street
Sacramento, California 95814